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ABSTRACT

This resource book is one of three documents developed in a community college project to meet the career and vocational needs of disadvantaged handicapped youth (mainly the learning disabled, the educable mentally handicapped, and the emotionally handicapped) by assisting them to gain and retain full-time, non-subsidized employment. The resource book is the outgrowth of training workshops for high school and community college counselors who work with the disabled. It contains a list of handicaps selected as representative of common conditions and impairments of persons in the labor force. Each medical condition is presented, the symptoms and course of the disease are summarized, and each condition is correlated to the potential work-related restrictions which could result. Also illustrated is a format for analysis of job content in the areas of job duties, physical demands, working conditions, and general characteristics. Contents also include a list of tests and evaluation instruments for use in assessing handicapped individuals' interests, I.Q., personality, achievement, perception, and vocational aptitudes; and a directory of job, vocational, and community resources. A sample Department of Economic Security (D.E.S.) Job Service Form-511 is appended. (KC)

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ED194777

YOUTH EMPLOYMENT - TRAINING

CAREER ADVISEMENT WITH

THE DISABLED

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This project was conducted under the supervision of the Division of Special Educational Services, Mesa Community College, Mesa, Az.

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CE 027 127

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INTRODUCTION

In February 1978, the Department of Labor, through the Governor's Discretionary Grant Funds, awarded the Vocational Education Division of the State Department of Education funds to develop a Youth Employment and Training Program. This program was located on the Mesa Community College Campus and was designed to serve disabled disadvantaged individuals between the ages of sixteen and twenty-two.

One aspect of the grant award called for Mesa Community College to provide training workshops for high school and community college counselors who work with the disabled. The State Department of Education also requested that Mesa Community College Y.E.T.P. staff also explore the need and feasibility for developing a Resource Book designed to aide the counselors. The early workshop with these counselors established that a need did exist for a resource book and also established what the contents of such a book should include.

The following counselor resource book is the outgrowth of this process and the dedication of these counselors involved in the workshops. It is the hope of all those contributors listed below that the resource book will be found to be helpful and informative in the career advisement of the disabled student.

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CHARACTERISTICS OF COMMON DISABLING CONDITIONS AND IMPAIRMENTS

OF THE DISABLED.

JOB ANALYSIS

INTRODUCTION

The following list of handicaps has been selected as representative of common conditions and impairments of persons who are participating in the labor force. Though each handicapping condition presents a challenge to the counselor and counselee in selecting appropriate working requirements and conditions, none will eliminate productive employment in itself. A combination of impairing conditions or extreme severity of symptoms could cause a temporary or permanent total disability. Any person thought to have such severe limits as to prevent any gainful employment for a twelve month period should be told about the Disability Insurance Benefits of the Social Security Administration. In some curcumstances young people under age 21 can draw benefits even if they have never produced income or paid Social Security taxes. A similar situation occurs when a disabled adult on very limited financial resources has never worked for wages, in which case the Supplemental Security Income (SSI) may provide a subsistance income.

Each medical condition is briefly presented for the counselor's introduction to the potential handicaps which could result. The symptoms and course of the disease are frequently summarized or illustrated also. Each condition is also correlated to the potential work related restrictions which could result. Though disease impairments have very many common elements and a range of frequently occuring limitations, each person must be seen as an individual and each condition as a potential exception to the "rule".

The counselor must be aware of the potentials of the handicaps in both the negative and positive sense. The counselee must be encouraged to see the condition objectively and develop assets in his or her range of capability which will result in a full and happy life and productive employment. The earliest and most optimistic approach must be taken to intercept the emotional responses to functional over-lay, depression, agression and apathy which are often more disabling than the original condition.

There are professional treatment and educational agencies throughout the community which can bring the counselor to a fuller understanding of the rehabilitative process for each condition. Illustrations are given here of two hypothetical case studies leading to individualized opportunities. The other helping agencies and organizations are listed elsewhere in the manual.

Also illustrated in this section is a format for analysis of job content in the areas of job duties, physical demands, working conditions and general characteristics. Students and counselors should consider the specifics of careers and jobs in assessment of the realistic expectation for actual employment. Employer attitudes are becoming more responsive to the special considerations or physically or mentally impaired workers but each worker must still offer a needed ability in exchange for wages paid. The emphasis on career planning, training and job seeking must be on ABILITY, not the disability, in the framework of reality. It is of not great service for a counselor to encourage any student to prepare for career areas where there is not possibility of actual employment. The handicapped student must be even more deliberate in making career choices.

ALPHABETICAL INDEX TO HANDICAPS

1. Arthritis, Rheumatoid and Osteoarthritis
2. Asthma
3. Cerebral Palsy
4. Deafness
5. Diabetes
6. Epilepsy
7. Eye Disorders
8. Fractures
9. Hearing Disabilities
10. Mentally Retarded
11. Multiple Sclerosis
12. Nerve Root Compression
13. Neuromuscular Disorders - Encephalitis, Parkinson's Disease, Muscular Dystropyhy and Atrophy
14. Orthopedic Disorders of Lumbar Spine - Scoliosis, Kyphosis, Lordosis
15. Paraplegia
16. Psychoneurosis
17. Rheumatic Heart Disease
18. Speech Disorder
19. Vascular Disease, Hypertensive
20. Venous Insufficiency of Lower Extremities, Chronic

RHEUMATOID ARTHRITIS

Definition

Rheumatoid arthritis is a chronic syndrome causing inflammation and gradually resulting in progressive destruction of the joints.

Symptoms

The major symptoms of rheumatoid arthritis are swelling, pain, and stiffness in the joints. A characteristic of the condition is that stiffness decreases as joint usage and motion are increased.

History

The medical history may indicate previous arthritic attacks which remained in remission for a period of weeks or months. With each new attack, more joints become affected and the disease becomes more chronic.

Clues to Handicap

1. Swelling and tenderness of the joints.
2. Morning stiffness of joints
3. Hot, swollen shiny joints
4. Deformity of joints with limitation of motion
5. Fatigability and weight loss
6. Subcutaneous nodules
7. Systematic manifestations such as emacation, anemia, malnutrition

EVALUATIONS NEEDED

Significant Physical Activities Related to Work

Doctors frequently prescribe a combination of rest, heat packs and moderate exercise during the attack of arthritis. Keep in mind that an individual with RA is actively encouraged to use the affected joint(s) as much as possible. Such use helps prevent atrophy of the muscles surrounding the joint.

Significant Working Conditions

Remember that certain joint motions, while beneficial in moderation, may adversely affect the impairment if overdone due to job demands. For example, an individual who worked in a lunch assembly line job and has RA involving the elbow, wrist or shoulder would have difficulty with any job, including his usual job, which requires extensive or repetitive reaching pulling, or pushing; or required rapid repetitive movements of the affected limbs. Cold, wet, humid, or sudden temperature changes should be avoided.

Severity	When evaluating cases of rheumatoid arthritis, you should consider the following points: 1. What joints are affected? 2. How much motion has been lost? 3. How frequent are the attacks? 4. How long do they last? 5. What is the degree of pain? 6. Has the patient had to restrict his normal daily activities because of pain/loss of joint motion? 7. Is there systemic involvement? How severe?

OSTEOARTHRITIS

Definition	Osteoarthritis is a group of diseases characterized by degenerative changes in the joints, mainly as a result of the aging process.
Symptoms	Major symptoms of osteoarthritis include stiffness and aching joints at night or after exercise, presence of bony spurs, and Heberden's nodes.
Joints	The knee, hip, spine and distal finger joints are the joints most commonly affected.
Distinguishing Features	Unlike rheumatoid arthritis, joints in osteoarthritis do not normally fuse. There are no gross deformities, and pain and stiffness <u>increase</u> as <u>activity</u> increases.
Process	Osteorthritis begins with thinning, flaking or splintering of the cartilage in the joints. This exposses the bone underneath. The underlying bone becomes thickened, and bony spurs or projects develop.

EVALUATIONS NEEDED

Significant Physical Activities Related to Work	1. What joints are involved? 2. What is the extent of joint damage? 3. How much is motion limited? 4. How much pain does joint motion cause?

Significant Working Conditions	Since pain increases with joint usage, the main objective is to reduce the stress and strain on the affected joint. Rest, physical therapy and pain relieving drugs are common treatments. Weight reduction often relieves the tremendous strain on diseased joints. Cold, wet, humid, or sudden temperature changes should be avoided.
Severity	The number of joints involved and the extent of damage can be determined by X-ray. The degree of pain, however, is difficult to evaluate. Remember, one characteristic of osteoarthritis is the lack of correlation between X-ray findings and the degree of pain.

For further information concerning Arthritis, Rheumatoid and Osteoarthrisis, please contact the following:

Arthritis Foundation
100 West Osborn Suite D
Phoenix, Arizona
264-7679
Contact Person: Pat Bowen
Program Services Co-ordinator

ASTHMA

Definition	Asthma can be identified as recurrent attacks of labored breathing with wheezing, cough and sense of constriction, due to the spasmodic contraction of the bronchial tubes.
Clues to Handicap	Some of the more obvious clues are wheezing, shortness of breath, inflamed eyelids, and medication use.

EVALUATIONS NEEDED

Significant Physical Activities Related to Work	The extent of climbing, running, jumping crawling, stooping, lifting, carrying pushing, and pulling must be carefully evaluated.
Significant Working Conditions	Outside work, sudden temperature changes, hot, cold, humid, and wet should be avoided, as well as exposure to gasses, vapors, dusts, smoke and specific irritants, if known.
Severity	When evaluating cases of asthma, the following points should be considered:

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Severity, continued

1. What are the frequency and length of the attacks?
2. What is the treatment with and without the presence of attacks?
3. What are the specific irritants, if any?

For further information concerning Asthma, please contact the following:

Arizona Lung Association
1239 East McDowell Road
Phoenix, Arizona 85006
258-7505
Contact Person: Ben Chaniken

CEREBRAL PALSY

Definition

This is a loss of power of voluntary motion or of sensation, in part due to some intracranial lesion of nerve substances.

Symptoms

The major symptoms of cerebral palsy are tremors, excessive head movements, awkward position of limbs, and may also include a peculiar gait, such as a scissors walk, walking on toes, and shuffling. Patients may also have speech difficulities, a grimace, etc. Note: Because of facial contortions and speech defects, spastics have been erroneously labeled mentally retarded in the past. Only a relatively small number are so affected. Many are very bright and achieve a good deal through sheer will power.

EVALUATIONS NEEDED

Significant Physical Activities

Careful evaluations must be made concerning the activities of those parts of the body which are affected with cerebral palsy:

For legs - Standing, walking, running, stooping, crouching, balancing, jumping, kneeling, crawling, and climbing must be considered.

For arms and hands - fingering, handling, lifting, carrying, writing and daily demands of living must be remembered.

Significant Physical Activities, continued	For speech and hearing - any abnormalities, if it exists, must be indicated.
Significant Working Conditions	High or cramped quarters should be avoided; check for exposure to moving objects or mechanical hazards which can make employment difficult for spastics.
Severity	Cerebral palsy may restrict some work possibilities, and if symptoms are compounded a severe total disability may result. Sheltered workshops might be an alternative for patients with such severe symptoms. Note: Epilepsy is often co-existant with cerebral palsy.

For further information concerning Cerebral Palsy, please contact the following:

United Cerebral Palsy Association
5719 West Northern
Glendale, Arizona 85301
949-3382
Contact Person: Ken Frazer

DEAFNESS

Definitions	A "deaf" person is one who was born without hearing or who lost his hearing at an early age before acquiring speech.
Clues to Handicap	Some or all of the following characteristics may indicate a deaf person: 1. Use of pad and pencil 2. Use of sign language 3. Close observation of face of speaker 4. Peculiar voice and speech 5. Wearing of a hearing aid

EVALUATIONS NEEDED

Significant Physical Activities Related to Work	The exact ability of speech and hearing must be evaluated. Note: When interviewing, be sure the applicant understands you and that you understand him. Reword your questions if necessary. Use simple, concrete words. Refer applicant to a counselor with sign language skills if appropriate.

Significant Working Conditions	This applicant requires a non-hazardous environment because of the inability to respond to sound signals. Some settings where noise is distracting to hearing workers may be preferable for the deaf.
Severity	When evaluating cases of deafness, the counselor should discover if remidiation has been accomplished by the learning of sign language and/or lip reading.

For further information concerning Deafness, please contact the following:

American Deafness and Rehabilitation Association
311 North Central
Phoenix, Arizona 85004
253-3451
Contact Person: Mrs. Marion Edwards

Hearing Education and Rehabilitation Society
(H.E.A.R.S.)
3520 West Echo Lane
Phoenix, Arizona 85201
973-5507
Contact Person: John Carpental

DIABETES

Definition	Diabetes is a persistant and inordinate increase of sugar in the blood and is identified by abnormally high sugar content in the urine.
Symptoms	The more common symptoms are a recent loss of weight and an increase in hunger, thirst and urination, frequent boils or infections, or loss of a limb due to gangreneous diabetes.
Clues to Handicap	Some clues to this particular handicap may be a special diet that the applicant must follow, and/or the use of insulin or oral medication used by diabetics.

EVALUATIONS NEEDED

Significant Physical Activities Related to Work	For lean diabetics, physical activity of jobs must be evaluated. The more the muscles are used, the more the blood sugar is burned up. Constant activity of the muscle means a lowered

Significant Physical Activities continued	insulin dose or more liberal food intake. For obese diabetics, a doctor's advice must be followed. Complications may include vision or orthopedic impairments.
Significant Working Conditions	Diabetics taking insulin should be prohibited from working on jobs where shock might be dangerous to themselves or others. Hazardous situations should be avoided, especially those likely to injure the extremities by bruises, cuts, or crushing wounds. Do not place on "graveyard" shift.
Severity	The existance of organ damage regarding healing must be evaluated. If applicant takes insulin, the relation of intake to hours of work must be determined.

For further information concerning Diabetes, please contact the following:

Arizona Diabetes Association
555 West Catalina #14
Phoenix, Arizona
274-3514
Contact Person: Arlene Fraser

EPILEPSY

Definitions	Epilepsy is a desease marked by temporary loss or impairment of consciousness. It usually occurs without apparent cause and is generally accompanied by involuntary muscular movements ranging from a slight twitching of the eyelids to a violent convulsion. Chances of total cure are slight, but drugs are now controlling seizures. Observed seizures may be a mixture of several illnesses, but possibly 90 percent of all seizures of epilepsy may be placed in one of the groups listed below: <u>Aura</u> - A sensation or phenomenon that may mark the onset of an attack such as a peculiar smell, the sound of bells ringing, bright colors flashing before the eyes, the individual thus being aware of the approach of a seizure.

Definitions, continued

Grand Mal - Loss of consciousness accompanied by convulsive movements during which the person falls, becomes rigid, and has spasmodic jerkings of the limbs. This lasts from one to several minutes and is usually succeeded by a deep sleep. During this time the individual may lose control of his bladder or bowels. This type of seizure is characterized by a sudden turning of the head, usually to the right, accompanied by a slight cry.

Petit Mal - Loss of consciousness for about 5 to 15 seconds without falling or convulsive movements. Warning or auras are infrequent. This type of seizure is characterized by a hiatus at the conscious level lasting from 1 to 15 seconds or thereabouts, with complete resumption or preattack status.

Jacksonian Seizures - This is the type in which only part of the body jerks with only infrequent loss of consciousness; convulsive movements or burning, prickling sensations may begin in the hand or foot and spread upward, consciousness being retained, but this may develop into an attack of Grand Mal seizures.

Psychomotor - These attacks vary and resemble either Grand or Petit Mal. There is a psychic disturbance and a marked change in the patient's behavior. sometimes accompanied by amnesia.

Epileptic Equivalent - This is characterized by the failure of a true seizure to break through and to remain submerged, but causing sometimes bizzare acts and subjective complaints such as severe headache, vertigo, etc.

Clues to Handicap

The applicant may inform us of his condition. His work history may be spotty, or long periods of umemployment may be noted. He may make requests for a part-time job or for certain hours only. He may complain of dizzy spells, fits, or fainting spells. Sometimes scars will develop on the scalp or tongue.

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EVALUATIONS NEEDED

Significant Physical Activities Related to Work	Avoid precision or critical dexterity operations. Emotional stress and extreme pressures of production may cause a seizure. Medication may slow reaction time.
Significant Working Conditions	High places, hazards of moving machinery, and the driving of motor vehicles must be avoided.
Severity	When evaluating a victim of epilepsy, the following factors must be taken into consideration: 1. The type of epilepsy 2. The frequency of the attacks 3. The duration of the attacks 4. The time the attack occurs 5. Whether or not the patient has a warning 6. Any type of treatment, and the kind of medicine taken 7. Any mental deterioration 8. Which physical activities and working conditions are to be avoided

For further information concerning Epilepsy, please contact the following:

Central Arizona Epilepsy Society
4603 N. 16th Street Suite G-3
Phoneix, Arizona
279-5721
Contact Person: Jane Hibbitt

EIB - HAB Phoenix
2125 West Fillmore
Phoenix, Arizona
254-7027
Contact Person: Keith Sidney

EYE DISORDERS

Definitions	Defective vision - There is no hard and fast definition of the phrase "defective vision". Generally, an applicant would not be coded as handicapped unless his vision is corrected only to 20/70 or worse in the better eye, or vision is normal with correction from 20/200 or worse. An applicant wearing glasses

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Definitions, continued

should not be coded as handicapped if his vision is corrected to anywhere near the normal range of sight.

O.D. - Abbr. for Latin Oculus Dexter- right eye
O.S. - Abbr. for Latin oculus sinister- left eye
O.U. - Abbr. for Latin oculus uterque- each eye

Albinism - abnormal whiteness of skin often attended with photophobia, nystamus

Blind - Lack or loss of sight
Blind, industrially - vision of 20/120 or less in better eye with best correction
Blind, legally - vision of 20/200 or less in better eye with best correction

Cataract - an opacity of the eye lens or its capsule.

Chronic conjunctivitis - inflammation of the membrane lining the eyelids and covering the front of the eyeball

Detached retina - separation of the inner layers of retina from the pigment layers

Diplopia - the seeing of single objects as double

Glaucoma - intense pressure within the eyeball resulting in hardness of the eye and atrophy of the retina

Iritis - inflammation of the iris, the colored circle around the pupil marked by abnormal intolerance to light, contraction of the pupil and discoloration of the iris.

Myopia - near-sightedness (when 20/200 worse without correction, review for correct coding)

Retina - innermost perceptive structure of eye formed by expansion of optic nerve and covering back portion of eye

Retinitis pigmentosas - heredity disease marked by progressive retinal sclerosis with pigmentation and atrophy, resulting in contraction of field of vision and sometimes night blindness

Definitions, continued

Trachoma - contagious granular inflammation of the delicate membrane which lines the lids and covers the eyeball. A virus disease attended by the formation of small elevations on the membranes of the lids and by a wasting and diminution of size, scar contraction, and deformity of the lids.

Clues to Handicap

1. Canes
2. Guides
3. Guide dogs
4. Difficulty in getting about
5. Eyes that move involuntarily
6. Albinos
7. Glasses that change appearance or size of eyes

EVALUATIONS NEEDED

Significant Physical Activities Related to Work

The following must be taken into consideration when evaluating an applicant with defective vision: Balancing, climbing, stooping, crouching, kneeling, pushing, pulling, seeing, color vision, depth perception, working speed. For persons with a detached retina, any heavy lifting, pushing, pulling, jumping or sudden movements might cause further detachment of the retina.

The following are to be avoided: dust, fumes, lighting, moving objects, high places, flashes, glare, toxic conditions, electrical hazards, cramped quarters, exposure to burns, explosives, and radiant energy.

For albinos, and in the case of iritis, excessive light must not be present.

In cases where the applicant has low visual acuity, dim lighting should be avoided.

For inflammatory conditions of the eye, no toxic poisons, dust, glare or infra-red rays should be present.

For absence of sight in one eye, the counselor must check on the ability to gauge distance.

Severity

When evaluating cases of eye disorders, the following points should be considered:

1. What is the nature of the disability?

Severity, continued

2. What was the cause?
3. What is the prognosis?
4. What are the applicant's visual acuity measurements?
5. What is the degree to which the field of vision is affected?
6. Is depth perception affected?
7. Is individual sensitive to toxics?
8. Has compensation been made, through use of Braille, guide dog, or orientation?

For further information concerning Eye Disorders, please contact the following:

Phoenix Center for the Blind
3100 East Roosevelt
Phoenix, Arizona
273-7411
Contact Person: Shirley Strayer

FRACTURES

Common Fracture Types

Greenstick - Fractured on only one side
Transverse - Broken straight across
Oblique - Broken at an angle
Spiral - Fracture in which bone has been twisted apart
Comminuted - Bone crushed into small pieces

Complications

Normally, immobilization and the passage of time heal fractures satisfactorily. Sometimes, complications can arise:

1. Gross stiffness resulting from muscle atrophy
2. Impaired joint function (limitation of motion, swelling, etc.)
3. Faulty union
4. Deformed union
5. Infection, such as necrosis or osteomyelitis

Clues to Handicap

Applicant may complain of stiffness in the legs, walk with a limp or have an abnormal gait. He may also have wasted or dwarf legs. The more obvious clues would be crutches, use of a cane, leg braces or specially constructed shoes.

EVALUATIONS NEEDED

Significant Physical Activities Related to Work	Permanent residuals must be evaluated, as well as abilities to bear weight, exert strength with affected part, and the impact on all physical movements.
Significant Working Conditions	Any activities as related to both the temporary restrictions and any permanent impairment must be taken into consideration. Joint fractures may never be pain-free, and re-injury can be easy. Avoid re-injury hazards.
Severity	A major factor in evaluating fractures is the nature of the fracture and the prognosis. Duration and severity of complication causing non-union or faulty union should be considered. As mentioned above, joint function may be impaired after healing, as well as weight bearing and agility.

HEARING DISABILITIES

Definitions	Hard of hearing - persons with partial loss of hearing after acquiring speech. Deafened - total loss of hearing after acquiring speech Decibel - a unit used to describe intensity of sound Hearing aids - mechanical devices that amplify sound, worn by the hard of hearing Meniere's Disease - inflammation and congestion of semicircular canals manifested by dizziness and visual disturbances Mixed deafness - deafness caused by middle and inner ear disease Otitis media - chronic inflammation of middle ear Otosclerosis - degenerative disease of labyrinth of inner ear Tinnitus - a ringing, buzzing noise in head Semicircular canal - part of inner ear which controls sense of balance
Clues to Handicap	Some or all of the following may distinguish a hearing impaired applicant:

Clues to Handicap, continued	1. Presence of Hearing aid 2. Using a cupped ear 3. Turning of the head to listen 4. Loud or soft speech 5. Faulty enunciation or pronounciation 6. Repetition of requests 7. Irrelevant answers 8. Close observation of mouth of speaker

EVALUATIONS NEEDED

Significant Physical Activities Related to Work	Significant activities such as the amount of hearing, speech, ability to use the telephone and to hear bells must be taken into consideration. For Meniere's Disease - be observant of amount of bending, balancing, running, and walking.
Significant Working Conditions	Following are aspects to avoid when evaluating the hearing impaired person: For middle ear deafness - damp, oustide cold, and sudden temperature changes. For inner ear deafness - noise, and toxic poisons. For Tinnitus - Noise and confusion. For semicircular canal involvement - high places. For Meniere's Disease - Frequent bending or turning of head. For mixed deafness - as indicated for middle ear above.
Severity	Pertinent factors to consider in the hearing impaired are: 1. When was the onset of the impairment? 2. What is the prognosis? 3. Is a hearing aid used? How effectively? 4. What are the frequency of dizzy spells, if any?

For further information concerning Hearing Disabilities, please contact the Following:

Hearing Education and Rehabilitation Society
(H.E.A.R.S.)
3520 West Echo Lane
Phoenix, Arizona 85201
Contact Person: John Carpental

MENTALLY RETARDED

Definition

Classed as mentally deficient are those persons whose intellectual capacity and mental processes are below the average which is charateristic of their normal age and social group. The usual measure of mental capacity is the Intelligence Quotient, commonly known as I.Q., score of 100, attained when the mental age and the chronological age is the same, is the norm usually cited.

The degree of intelligence defect should be specified as "mild," "moderate," or "severe." In general, "mild" refers to vocational impairment, as would be expected with I.Q.'s of approximately 75-80; "moderate" for impairment requiring special training and guidance as would be expected with I.Q.'s of about 50-70; "severe" refers to impairment requiring custodial or complete protective care as would be expected with I.Q.'s below 50. The degree of defect should be estimated from other factors than merely psychological test scores, namely, consideration of cultural, physical and emotional determinants, as well as school vocational, and social effectiveness.

Clues to Handicap

Awkward posture, clumsy movements, defective coordination, speech defects, or responses that repeat the questions compel attention. Observations of the size and shape of the skull, if at all unusual, are useful, also marked congenital malformations of the palate, jaws or teeth. Further suggestive signs are various deformities of fingers, ear lobes, or features - more generally, empty, sluggish, expressionless faces. Lack of progress beyond grade school is also important, or if the applicant attended ungraded classes or special schools, or the applicant has a police or mental institution record. In the majority of instances, however, the applicant will have no visible identification which would differ from the so-called norm.

EVALUATIONS NEEDED

Significant Physical Activities Related to Work	The theory is untrue that the mentally handicapped can perform only simple repepitive jobs. Some adjust better on the job requiring several varied simple tasks. Usually the lower the mental age, the closer and the more competent supervision is required.
Significant Working Conditions	Particular attention must be paid to the following working conditions: 1. Ability to work with, around others, or alone. 2. Danger from mechanical, electrical, or other hazards which may not be understood. 3. Excessive work speed which may exceed the applicant's capacity. 4. Trainable persons may require sheltered workshop employment.
Severity	Know the I.Q., if it is obtainable. Assess the applicant's attitude toward work, his ability to answer simple questions, ability to travel alone, and his ability to verbalize. Analyze prior work behavior, success in training and interpersonal relationships.

For further information concerning Mental Retardation, please contact the following:

Arizona Association for Retarded Citizens
5610 S. Central
Phoenix, Arizona
268-2200

MULTIPLE SCLEROSIS

Definition	This is a disease marked by degereration occurring in sporadic patches throughout the brain or spinal cord or both. It is incurable, slowly progressive, but at an irregular pace and applicant may live many years. Many have periods of arrested progression. MS affects the age group of 30 to 50 most often.

Symptoms	Noticable symptoms of MS are incoordination of limbs, jerking movements of the arms or legs, scanning speech, or abnormal mental exaltation. Temporary attacks of blindness may occur, as well as Nystagmus, a continuous rolling movement of the eyeball.

EVALUATIONS NEEDED

Significant Physical Activities	Estimations of activities must be in relation to symptoms: For vision - the ability to focus and use vision for a period of time. For legs - the ability to walk, stand, etc. For arms and hands - The ability to finger, handle, grasp, or drive
Significant Working Conditions	Avoid Hazardous situations for slow moving persons.
Severity	These significant aspects of the applicant's condition must be considered: 1. The extent of bowel and bladder control 2. Extent of the disability, any variability from day to day, and fatigue factors. 3. The prognosis 4. The physical activities and working conditions to be avoided 5. Whether physical, emotional or vocational rehabilitation has been performed

For further information concerning Multiple Sclerosis, please contact the following:

National Multiple Sclerosis
25 East Catalina
Phoenix, Arizona 85012
277-7441
Contact Person: Ruth Lee

NERVE ROOT COMPRESSION AND LOW BACK PAIN SYNDROME

Definition	Nerve root compression is a syndrome caused by compression of any of the nerves leading from the spinal column.
Causes	There are various causes of nerve root compression: fractures, infections, cancer, congenital malformation, trauma and most commonly, herniated disc.
Clues to Handicap	Patients with herniated discs experience back paid which results in inability to bear weight, difficulty in walking, and limitation of movement. Numbness in arms or legs may result. There may be back pain with urination, defecation or sneezing.
History	It should be ascertained whether or not the onset of this condition has been through work or non-work. Knowledge is needed as to whether a myelogram has been performed, or if surgery is pending.

EVALUATIONS NEEDED

Significant Physical Activities Related to Work	The abilities to lift, walk, sit, stand, push, pull, squat, crawl, etc., all correlate to the presence of a herniated disc or the residual effects after surgery. Applicants commonly require only minimum lifting, no prolonged walking, standing or sitting, and no bending of affected spinal area. They require frequent change of positions.
Significant Working Conditions	Arthritis may develop, and the need may arise to avoid cold and wet situations, Re-injury hazards such as wet or slippery floors, awkward or bulky material handling need to be avoided. Mechanical hazards may be significant if patient is taking side-effect producing drugs.
Severity	Common treatment for disc problems is bedrest and/or traction, heat, pain relievers, and surgery in severe cases. Drug use indicates the level of pain of the applicant. The ability to cope with and tolerate pain is critical in re-employment or training attempts.

For further information concerning Nerve Roots and Lower Back Pain Syndrome, please contact the following:

Tempe Center for Physical Handicapped
1155 West 23rd Street #8
Tempe, Arizona
968-7477
Contact Person: Carla Cohen
Keith Miller

NEUROMUSCULAR DISORDERS

Definitions

Encephalitis - an infection of the brain. The cause is unknown and it affects both young and old. Less than 20% of persons show permanent ill results. (This often winds up as Parkinson's Disease. When you see a person in the young or middle age group with Parkinson's Disease, it has probably followed an attach of Encephalitis.)

Parkinson's Disease - often called "shaking palsy." This is usually a disease of late life, progressive in character and marked by a mask-like facial appearance, tremors, slowing of voluntary movements, a tendency to walk quickly, peculiar posture and muscular weakness.

Muscular Dystrophy - This is a progressive atrophy of muscles with no discoverable lesion of the spinal cord.

Muscular Atrophy - This is a wasting away of muscular tissue due to changes in the muscle.

Clues to Handicap

The presence of tics, spasms, jerks, tremors, clamping jaws, rigidity, are common observations. There may be a presence of spindly arms and legs, and the patient may experience involumtary eye movements, or suffer from sudden sleeping attacks.

EVALUATIONS NEEDED

Significant Physical Activities Related to Work

Define lifting, standing, dexterity and walking limits of the applicant, as well as all other activities affecting the disabled part.

Significant Working Conditions	Jobs with great speed or with special hazards for a slow moving person must be avoided. This individual may need the type of work not requiring steady attendance and hours. Note: There is not generalized work limitation for post-encephalitis since the residual effects vary widely depending upon the extent of the disease.
Severity	These aspects must be taken into consideration: 1. What is the frequency of total disability or bed rest? 2. What have the efforts been at rehabilitation and therapy? 3. Has a physician imposed limits to activity, resulting in a sheltered workshop work tryout?

For further information concerning Neuromuscular Disorders, please contact the following:

Crippled Childrems Hospital
200 North Curry Road
Tempe, Arizona 85281
244-9471
Contact Person: Paul Kearney

ORTHOPEDIC DISORDERS OF LUMBAR SPINE

Definitions	Lumbar - pertaining to the lower back Sacroiliac - the joint at the junction of the spine and pelvis Abnormal curvature of the spinal column frequently due to tuberculosis commonly called Pott's Disease: Scoliosis (sideways) Kyphosis (hunchback) Lordosis (opposite of hunchback)
Clues to Handicap	There may be abnormal spinal curves present, the shoulders may be elevated or lowered, and there may be a prominence of the hip. A difference in the length of the legs, as well as an unusual stature or posture may be observed. The patient may have the use of a brace on the trunk.

EVALUATIONS NEEDED

Significant Physical Activities Related to Work	It must be estimated exactly how long and how intensively the applicant can perform the following activities without undue fatigue: standing, sitting, lifting, carrying, pushing, pulling, throwing, walking, jumping, running, balancing, turning, stooping, crouching, kneeling, climbing and reaching.
Significant Working Conditions	Evaluate the presence of cramped quarters, vibration, sudden temperature changes, dampness and humidity, as these may have to be avoided.
Severity	The following points must be ascertained: 1. A description of the condition, and the cause 2. Any medication or therapy that is used 3. When the date of the onset was 4. What the prognosis is 5. What the appliances used are, if any 6. What is the degree of pain and/or restriction?

For further information concerning Orthopedic Disorders of Lumbar Spine, please contact the following:

Perry Rehabilitation
3146 East Windsor
Phoenix, Arizona 85008
956-0400
Contact Person: Ray Lambert
Bonnie Vatz

Crippled Childrens Hospital
200 North Curry Road
Tempe, Arizona 85281
244-9471
Contact Person: Paul Kearney

PARAPLEGIA

Definition	Paraplegia is the paralysis of the legs and lower part of the body.
Clues to Handicap	A paralysis of the limbs would be obvious, especially with the use of crutches or a wheelchair.

EVALUATIONS NEEDED

Significant Physical Activities Related to Work	Evaluate, in relation to occupation, the following: For Arms - feeling, fingering, handling, pushing, pulling, reaching, lifting, carrying, and throwing. For Legs - Walking, jumping, running, kneeling, standing, and crouching. For Trunk - if not centralized in the limbs, it may affect the entire body. If this condition prevails, analysis must be made of all activities affecting the part. The ability to walk on crutches, manipulation of a wheel chair, and the method of transportation must be ascertained.
Significant Working Conditions	A space for a wheelchair, parking a car, and toilet facilities must be available for the Paraplegic. Pressure or work, dampness, wetness, high speed or an occupation that involves often-repeated motion of the particular part of the body involved must be avoided.
Severity	1. What is the description of the residual effects - bladder control? 2. What are the physical activities and working conditions to be avoided? 3. Has rehabilitation been performed - physical, emotional or vocational?

For further information concerning Paraplegia, please contact the following:

Perry Rehabilitation
3146 East Windsor
Phoenix, Arizona 85008
956-0400
Contact Person: Ray Lambert
Bonnie Vatz

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PSYCHONEUROSIS

Definitions

Psychoneurosis is a broad term used to describe emotional distrubances that do not interfere with an appreciation of what is real.

Psychoneurosis may be characterized by lack of energy, easy mental and physical fatigability, feelings of pressure or tightness in head and neck, or the spine, various stomach complaints, often low blood pressure, and generally reduced vigor without initiative or capacity for exertion.

Psychoneurosis may also be characterized by intense fears that are vague, feelings of impending death, dread of serious disease or insanity or other fears, associated with palpitations of the heart, giddiness, mausea, diarrhea, trembling, faintness, etc.

There may be an intense preoccupation with bodily organs, with obsessions of organ disease, having conviction of disease without supporting physical and/or laboratory findings, but with all normal bidily sensations noticed, magnified and interpreted as evidence of serious disease. Sometimes paralysis, blindness, seizures, etc., may be of psychoneurotic origin.

Psychoneurosis may also be characterized by intense indecision, counting and touching compulsions, elaboriate rituals of long standing, obsessional fears of "going crazy", of doing something terrible such as killing a loved one, or of doing something repulsive and/or embarrassing.

Sometimes it is characterized by various so-called psychosomatic obsessions such as heart disturbances without organic basis, peptic ulcer, elevated blood pressure, thyroid conditions, gastrointestinal conditions, bronchial asthma, certain skin conditions, some cases of diabetes, etc.

Clues to Handicap

Applicant may usually timid, frightened and ineffectual, reacting easily to expectation of demand on him with anxiety and disorganization of logical thinking. Applicant may be found to be

Clues to Handicap, continued	strongly attached in a dependent, clinging fashion to one or more strong figures - parent, sibling, husband, wife, employer, sometimes petulant and demanding of help, protection and verbal assurance, expecting always for someone to take care of him. Applicant may be suspicious, have a close-watching attitude, inclination to blame others, talk of perpetual bad breaks, of discrimination against him by others. He is likely to watch the counselor's every move, especially his recording of data, and may ask questions indicating suspiciousness. Applicant may stammer or may have evidence of a tic. In the majority of instances, however, the applicant may have no visible identification which would differ from the so-called norm.

EVALUATIONS NEEDED

Significant Physical Activities Related to Work	Identify those activities which applicant says he cannot tolerate - phobias, functional over-lay.
Significant Working Conditions	Avoid those conditions which applicant says upset him.
Severity	Secure a medical/psychiatric diagnosis. Record what conditions are suitable and what factors are to be avoided from counselee's self-assessment: Does he like working along? Does he like working with others? Does he like working around things? Can he work in noisy surroundings? Does he like working inside? Does he like working under strict supervision? Can he work under pressure? Under tension? Can he accept responsibility for decisions? Can he manage his own finances? Is counselee in psychological therapy? What is the duration of his condition?

For further information concerning Psychoneurosis, please contact the following:

Tri-City Mental Health
1400 S. Dobson Road
Mesa, Arizona 85202
834-1411
Contact Person: Barry Richards

RHEUMATIC HEART DISEASE

Definition	Rheumatic heart disease is permanent heart damage caused by rheumatic fever. The most common damage is to the mitral or aortic valves.
Symptoms	1. Heart murmurs 2. Enlargement of the heart 3. Arrhythmia 4. Congestive heart failure 5. EDG abnormalities 6. Abnormalities of chest X-ray
Treatment	1. Reduce activity 2. Attempt to control arrhythmia 3. Have surgery for valve repair 4. Treatment of congestive heart failure

EVALUATIONS NEEDED

Significant Physical Activities Related to Work	These activities are as defined by the attending physician and as experienced on a daily basis by the counselee.
Significant Working Conditions	Rheumatic heart disease may require the applicant to perform sedentary work if the impairments are severe.
Severity	1. Is congestive heart failure present? 2. Does exertion cause chest pain? 3. Can the pain be relieved by nitroglycerine? 4. Does the counselee complain of exhaustion and fatigue? 5. Are there any signs of heart block or arrhythmia? 6. What is the American Heart Association of a functional and therapeutic heart?

For further information concerning Rheumatic Heart Disease, please contact the following:

American Heart Association
1445 East Thomas Road
Phoenix, Arizona
277-4846
Contact Person: Janel Hasten

SPEECH DISORDER

Definitions

Speech impairments have been defined as "any speech characteristics which unfavorable divert the attention of the listener from the speech of the speaker." Speech impairments may arise from organic or emotional causes.

Cleft palate - a congenital opening in the roof of the mouth

Esophogeal speech - voice emitted from the esophagus without the use of the larnyz

Harelip - a congenital cleft in one or both lips

Laryngectomy - the removal of the larnyx

Stuttering - a repetition or hesitance in speech

Tracheotomy - an abnormal opening in the trachea or windpipe

Clues to Handicap

1. Inability to utter sound
2. Stuttering
3. Use of artificial larnyz
4. Hollow voices of esophogeal speech users

EVALUATIONS NEEDED

Significant Physical Activities Related to Work

For stutterers, avoid activities which are likely to cause tension.

Significant Working Conditions

The following are to be avoided:

For cancer of the larnyz and tracheotomy patients - dust, fumes, and toxic vapors

For cleft palate - dampness, cold, temperature changes, toxic poisons, dust

For stuttering and stammering - excessive work speed and situations likely to cause tensions

Severity

The nature of the disability and a description of the speech defect are qualities to be evaluated.

For further information concerning Speech Disorders, please contact the following:

Gompers Rehabilitation
7211 North 7th Street
Phoenix, Arizona 85020
943-3484
Contact Person: Monica Baird

VASCULAR DISEASE, HYPERTENSIVE

Definition	Hypertension is a disease characterized by elevated blood pressure. Diastolic hypertension, with which we will be concerned, is the result of constriction of various arterioles.
Symptoms	1. Eye Hemmorrhage or exudates 2. Diastolic pressure greater than 100 mm HG (even occasionally) 3. Dizziness, nervousness, palpitation 4. Insomnia, blackouts 5. Enlarged heart 6. Angina pectoris 7. Dyspnea (shortness of breath)

EVALUATIONS NEEDED

Significant Physical Activities Related to Work	These activities must be restricted as per conselee tolerance. It may be required to reduce exertion to light and sedentary work only.
Significant Working Conditions	Extreme heat and hazards must be avoided, and diet and medication must be maintained.
Severity	Hypertension becomes critical when it begins to affect main organs. The organs most commonly affected are the heart, brain, kidneys, eyes, and large arterial blood vessels. Hypertension can cause congestive heart failure, angina pectoris or even heart attack. It can cause a cerebral hemorrhage (or stroke) in the brain. It can also cause chronic renal arterioler damage in the kidney, reducing kidney function.

For further information concerning Vascular Diseases and hypertensive, please contact the following:

American Heart Association
1445 East Thomas Road
Phoenix, Arizona

For further information, continued

277-4846
Contact Person: Janel Hasten

VENOUS INSUFFICIENCY OF LOWER ESTREMITIES(CHRONIC)

Definitions	Thrombophlebitis - Inflammation of the vein wall due to the presence of a blood clot Varicose Veins - Abnormally lenghtened, dialated, sacculated veins, usually in the leg
Causes	Venous insufficiencies are generally caused by either varicose viens or thrombophlebitis.
Symptoms of Varicose Veins	1. Tenseness, burning or itching of the skin in the affected area 2. Heaviness or cramping in the calf 3. Swollen, tortuous, bluish veins 4. Edema of the leg
Complications	Various complications may arise from varicose veins. Irritation and malnutrition of the skin may occur due to stagnation of blood in the veins. This can develop into skin ulcers. Severely swollen viens may actually rupture.
Treatment	Varicose veins are either removed by vein ligation, or given relief through external elastic support.
Symptoms of Thrombophlebitis	1. Swelling in the involved area 2. Impaired circulation 3. Ischemia 4. Edema
Complications	The most dangerous complication of thrombophlebitis is the chance of embolization. This occurs when the clot, or thrombus, becomes dislodged from the vein wall and moves to the heart or lungs, causing serious damage or even death.

EVALUATIONS NEEDED

Significant Physical Activities Related to Work	Standing and walking must be limited. There can be no continuous sitting with legs down - applicant may need to elevate the feet. Exertion must be reduced to light work. Obesity should be reduced, if present. These should be compatible with physical capacities. The applicant may have times off work during acute episodes and medication. Blood thinning drugs increase the danger in cuts and bruises, so avoid employment in which these are hazards.
Severity	1. What is the nature of the illness? 2. What is the extent of the disability? 3. Is it still progressing? 4. What are the physical activities and working conditions to be avoided.

For further information concerning Venous Insufficiency of Lower Estremities, please contact the following:

American Heart Association
1445 East Thomas Road
Phoenix, Arizona
277-4846
Contact Person: Janel Hasten

SAMPLE JOB ANALYSIS

VOCATIONAL SURVEY AND PHYSICAL DEMANDS FORM

VOCATIONAL SURVEY AND PHYSICAL DEMANDS FORM

The following section introduces the Vocational Survey and Physical Demands Form. The Vocational Survey and Physical Demands Form is presented here with two case examples and how one counselor chose to use the instrument. There are, of course, many ways to approach the use of this Form and our attempt here is only to introduce it as one technical aide that has been found helpful by many counselors.

Case historys of two hypothetical students with different disabilities are presented along with the counselors approach to the career needs of these students. The Vocational Survey and Physical Demands Form is then used with each student evaluating a potential job sight.

PROCESS FOLLOWED BY SCHOOL COUNSELOR LEADING TO COMPLETION OF THE VOCATIONAL SURVEY AND PHYSICAL DEMANDS AND WORKING CONDITIONS FORM FOR THE FOLLOWING CASE HISTORIES OF GEORGE L. AND RAUL M.

1. Work with student to determine interests, abilities, career choice, etc.

2. Discuss student with a Vocational Rehabilitation counselor to reach tentative specific jobs student can search for. Further evaluation by Vocational Rehabilitation may be recommended prior to pinpointing specific jobs to consider.

* 3. Reach tentative decision for jobs for which the student is qualified.

4. Have student contact employer for interview. Brief student in how to complete the Vocational Survey and Physical Demands and Working Conditions Form. A blank copy is provided on page ___ which may be reproduced for student use.

* The following process was used by counselors in considering potential employment for George L. and Raul M.:

Example #1: George L. (Paraplegic)

a. Vocational evaluation in 12th grade by Vocational Rehabilitation.

b. Determine whether student has potential for further specific training prior to entering employment market.

c. Training agency --e.g., career school, junior college, etc.

d. Sales probably out due to public reaction at present time.

e. Cash registers usually to high.

f. Look for a "sit-down" job with limited mobility; e.g., clerical areas, social services field (welfare intake, food stamp worker), ordertaker, dispatcher, inventory control with several bookkeeping courses, office work with some typing).

g. Job must be architecturally barrier free.

h. Job must not demand training past high school at present time, if entry level in labor market is at that level.

EXAMPLE # 1

NAME: George L.

NATURE OF HANDICAP: Paraplegic

George L., a 17-year old male with no work history had completed his junior year of high school with no specific vocational preparation. Academically, he was functioning at the 11th grade level in reading and math and the 9th grade level in spelling.

He lives with his natural parents who are of average intelligence, but economically disadvantaged. They are very supportive and see his as able to function as an independent adult. He compensates for his physical disabilities by socializing constructively and maintaining long-term friendships. Leadership qualities have been evidenced throughout his school history.

Intelligence testing performed by the school psychologist indicated that he performed in approximately the 50th percentile on the verbal portion of the Wechsler Intelligence Test for Children-Revised (WISC-R) and the 30th percentile on the performance portion of the WISC-R. Emotionally, George L. appeared to be very stable.

George L. is wheelchair-bound and does not have control of bowels and bladder, but does use the colostomy and catheter.

EXAMPLE #2

NAME: Raul M.

NATURE OF HANDICAP: Learning Disabled

Raul M., a 16-year old Mexican-American bilingual male, dropped out of school at the end of the 10th grade. He has a perceptual handicap which limited formal learning. School test data indicated that he was functioning in spelling at the 4th grade level, reading and math at the 8th grade level.

Socially, he came from a laboring family where masculine work is of paramount importance. On the Wechsler Intelligence Scale for Children-Revised (WISC-R), he ranged from the 16th to the 50th percentile. He scored in the average range on the performance portion of the test and below average on the verbal part.

His impairment is in his inability to integrate symbolic learning. He can handle concrete ideas, but not abstract ideas presented verbally. He learns by seeing and observing (modeling behavior). He is competitive and has a good memory for tasks once learned.

Raul M. was expected to take on responsibilities of a wage earner at a young age. Emotionally, he is disturbed because of his inability to accept the world around him. When he doesn't trust people, and when he doesn't understand his environment, he becomes easily angry and defensive.

Example #2: Raul M. (Learning Disabled)

a. Supervisor must understand the problem. LD students need someone like a vocational rehavilitation counselor to explain things to the supervisor.

b. Learning must be concrete. He must be shown how to do the job, not told verbally or asked to read directions.

c. Bilingualism of the student is an asset.

d. Give student successes in small steps, building to larges steps so he can develop self-confidence (key to many emotional problems)

e. Can check automotive repair and maintenance businesses, auto parts stores, etc.

VOCATIONAL SURVEY AND PHYSICAL DEMANDS AND WORKING CONDITIONS FORM

DOT Title____ _____ Establishment Job Title Telex Operator Occupational Code_____
Name of Business Sentry Center West Address 9501 E. Shea Blvd. Scottsdale, Arizona
Nature of Business Insurance SIC Code_____
Total No. of Employees 700 Total No. of Employees this DOT Title_____ GED_____ SVP_____

JOB DESCRIPTION

Must type accurately at least 40 words per minute. Ability to read handwriting and work independently a must. Good human relation skills, as contact with technical people is necessary. Entire complex of buildings accessible to paraplegic from parking lot to restrooms.

PHYSICAL DEMANDS

- 0 Standing 0 %
- X Walking 10 %
- X Sitting 90 %
- 0 Lifting lbs.
- 0 Carrying lbs.
- 0 Pushing lbs.
- 0 Pulling lbs.
- 0 Climbing
- 0 Balancing
- 0 Stooping
- 0 Kneeling
- 0 Crouching
- 0 Crawling
- 0 Reaching
- 0 Handling
- X Fingering (typing)
- 0 Feeling
- X Talking (Communication with
- X Hearing technical people)
- X Seeing
  - X Close Work
  - 0 Depth Perception
  - 0 Accommodation
  - 0 Color Vision
  - 0 Peripheral Vision
- X Working Speed (Above average
- Other pressure)

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WORKING CONDITIONS

- X Inside %
- 0 Outside %
- 0 Extreme Cold
- 0 Extreme Heat
- 0 Sudden Temp. Changes
- 0 Wet and/or Humid
- 0 Dry
- 0 Noise and/or Vibration
- 0 Hazards
  - 0 Mechanical
  - 0 Electrical
  - 0 Burns
  - 0 Explosives
  - 0 Radiant Energy
  - 0 Other
- 0 Atmospheric Conditions
  - 0 Fumes
  - 0 Odors
  - 0 Mists
  - 0 Gases
  - 0 Dusts
  - 0 Poor Ventilation
  - 0 Other
- X Works Alone (75% of time)
- X Works With Others (25% of Time)
- X Works Around Others
- Other

SUMMATION

Occupationally Significant Characteristics

Busy desk messages must go out correctly. Accuracy extremely important.

Physical Demands

Light Duty.

Working Conditions

Career advancement possible. Excellent Educational facilities for those seeking advancement. Beautiful surroundings! Advanced management practices for human benefits.

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Date_____ Analyst_____ Firm Representative_____ Title_____

Job Analysis for Student in Example #1 (George L. - Paraplegic Handicap)

VOCATIONAL SURVEY AND PHYSICAL DEMANDS AND WORKING CONDITIONS FORM

DOT Title____ _____ Establishment Job Title Automobile Mechanics Helper Occupational Code_____
Name of Business SYZ Automotive Address 990 E. Greenway Casa Grande, Arizona
Nature of Business Small independent Automobile repair and maintenence business SIC Code_____
Total No. of Employees 3 Total No. of Employees this DOT Title_____ GED_____ SVP_____

JOB DESCRIPTION

Assistant to owner/chief mechanic. Duties include rotating tires, lube and oil care needing such servicing. Learns auto mechanics as the owner has time to show him the procudures.

PHYSICAL DEMANDS

- X Standing 90 %
- X Walking 10 %
- X Sitting 10 %
- X Lifting 50 lbs.
- X Carrying 25 lbs.
- X Pushing 100 lbs.
- X Pulling 100 lbs.
- X Climbing
- 0 Balancing
- X Stooping
- X Kneeling
- X Crouching
- X Crawling
- X Reaching
- X Handling
- X Fingering
- X Feeling
- X Talking
- X Hearing
- X Seeing
  - X Close Work
  - 0 Depth Perception
  - 0 Accommodation
  - 0 Color Vision
  - 0 Peripheral Vision
  - Working Speed
- Other

WORKING CONDITIONS

- X Inside 90 %
- X Outside 10 %
- 0 Extreme Cold
- X Extreme Heat
- X Sudden Temp. Changes
- 0 Wet and/or Humid
- X Dry
- X Noise and/or Vibration
- X Hazards
  - X Mechanical
  - X Electrical
  - X Burns
  - X Explosives
  - 0 Radiant Energy
  - Other
- X Atmospheric Conditions
  - X Fumes
  - X Odors
  - 0 Mists
  - 0 Gases
  - 0 Dusts
  - X Poor Ventilation
  - Other
- 0 Works Alone
- 0 Works With Others
- X Works Around Others
- Other

SUMMATION

Occupationally Significant Characteristics

Not a high pressure establishment. Owner has patience to teach tasks in small sequence to build success.

Physical Demands

Variable - light to heavy work

Working Conditions

Opportunity to learn auto mechanics under low pressure. Can move to fast paced auto agency if speed and skills develop to that level.

Date_____ Analyst_____ Firm Representative_____ Title_____

Job Analysis for Student in Example #2 (Raul M. - Learning Disabled Handicap)

TEST AND EVALUATIONS

EVALUATION

The thoroughness of the testing program will be limited by such factors as time alloted for testing, the limitations of the examiner, the money alloted for testing, along with limitations placed on the examiner by the administration.

The use of any test should be at the discretion of those who are in direct contact with the individuals to be tested. It is important that tests be selected to fit the students and be of value in training and placement. Placement should not be limited to testing only since a thorough interview can give the counselor much more information.

It should be remembered that any evaluation process is only as good as the evaluator. The evaluator is the prime mover in the process.

The computerized vocational employment application appears in Appendix A. The counselor is encouraged to become familiar with this form due to its importance as a pre-employment procedure.

JOB ANALYSIS APPROACH

Many sources are available to assist the student in determining career choices. In a job analysis type approach, the counselor/teacher tries to match a series of task requirements with a person who is known to have ability to perform or learn them.

Some sources available are:

BOOKS

1. Dictionary of Occupational Titles.
2. Occupational Outlook Handbook.
3. Selected Characteristics of Occupations.

COMPUTER

1. Guidance Information System. (Time Sharing)

SUGGESTED LIBRARY MATERIALS

1. Dictionary of Occupational Titles, Bureau of Employment Security, 1966

2. Selected Characteristics of Occupations, Bureau of Labor Statistics, 1974

3. Occupational Outlook Handbook,

4. Tests and Measurements for Vocational Evaluators, Materials Development Center, School of Education, University of Wisconsin - Stout, Menomonie, Wisconsin

5. Client Rating Instruments for Use in Vocational Rehabilitation Agencies, Materials Development Center, School of Education, University of Wisconsin - Stout, Menomonie, Wisconsin.

6. Suggested Publications for Developing an Agency Library on Work Evaluation and Work Adjustment, Materials Development Center, School of Education, University of Wisconsin - Stout, Menomonie, Wisconsin.

EVALUATION

AREA INTEREST

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
World of Work	Feedback to students concerning career interest areas, vocational training potentials and personal work satisfiers	Combines 4 factors including current plans and educational progress, interests, aptitudes and personality Results = areas of potential career success	Untimed although it usually takes less than 3 hours. May not be appropriate for low reading levels	Recently developed by Dr. Ripley at ASU, Used in Tempe District.
Picture Interest Exploration Surcey (P.I.E.S.)	Helps investigate Vocational Interest	A visual nonreading format. Slide presentation with audio tape. Ties in with 13 career areas utilized in Occupational Outlook Handbook.	Can be administered individually or in a large group. Can be "self scored". Takes about 40 minutes	Reference cards direct student to sources where they can obtain more information. Slides show hands only-eliminating sex bias. Used in a number of area schools.
Wide Range Opinion Test. (W.R.O.T.)	Provides information concerning vocational interest and job aptitudes, Results lead to job clusters	Non-verbal pictures interest. Can be administered in a group or individually maybe hand or machine scored	Usually takes less than 45 minutes Suited for low literate levels.	Both men and women as well as blacks and whites are presented in work situations. Very popular at most vocational sites in the Phoenix area.

EVALUATION

AREA INTEREST

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
California Occupational Preference Survey (C.O.P.S.)	Assist in planning careers in terms of job clusters. Measures relative strengths of interests.	14 cluster areas are measured DOT numbers are given.	Can be administered in large groups by teachers. Hand or machine scored-Profile sheets are provided.	Used in P.V.H.S. System and Maricopa County Careers Project.
Minnesota Vocational Interest Inventory (M.V.I.I.)	Measures interests of young non-college males for skilled jobs	158 items of forced choice. Group administered paper pencil test requiring about 50 minutes. Profile of 21 skilled occupations.	Requires 6th grade reading level. Designed for males 15 and older. Computerized scoring services available	In use by Voc-Rehab.
Ohio Vocational Interest Survey (O.V.I.S.)	Counsel High School students on future vocational plans.	Paper pencil test Group administered Requires 60 to 90 minutes. 2 parts 1. Information questionaire 2. Interest Inventory	Not timed must be machine scored. Profile charts developed Designed specifically for High School Students	Used in Mesa and Tempe Schools.

EVALUATION

AREA INTEREST

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
Planning Career Goals (P.C.G.)	Valuable tool for career guidance and curriculum planning	Tests are given in 13 areas - Profile consists of comparison with those people who are in the field with clients test results	Timed tests with maximum time for entire battery approximately 5 hours	In use in P.V.H.S. System
Strong Vocational Interest Blank (S.V.I.B.)	Guide the individual into area where he is likely to find greatest job satisfaction.	Group administered comparison of test results with those in fields	Machine Scoring recommended. Time required for test 35 to 40 minutes.	Has been in use in the Tempe District.
Kuder General Interest Survey	Help provide a more complete picture of the individual. Helpful in making educational and vocational plans	Forced choice format Triad in nature 10 areas are used.	For use with Jr. High level students. Text is untimed Should be given by counselor.	In use in P.V.H.S. System.

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EVALUATION

AREA I.Q.

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
Denver Developmental Screening Test	Provides an estimate of developmental levels and low functioning mentally handicapped.	Screening choice using 4 major areas. Evaluation rates individual by observation in some areas	Usually completed in less than 1 hour. Some household items needed.	Used in several Trainable Mentally Handicapped facilities in the valley
Culture Fair Intelligence Test (IPAT or CATTELL)	Provide a measure of general intelligence that is relatively free of school achievements, social advantages and other environmental influences.	Paper-pencil test can be administered in a group or individually	No reading is required. Takes about 30 minutes.	In use in P.V.H.S. System
PEABODY Picture Vocabulary Test	Provides an estimate of verbal language development and receptive vocabulary knowledge	Individually administered Subject is presented with an stimulus word and must choose the correct response from 4 pictures	Time is less than 15 minutes. Especially appropriate for language impaired individuals.	Widely used in the Phoeni area by speech therapists and Special Education Teachers.
Stanford OHWAKI Block Design Intelligence Test For the Blind.	Provides an estimate of non-verbal intelligence for blind or partially sighted adults.	Individually administered using tactile senses to identify and duplicate	Tests take 1-2 hours Useful for 16 year olds and older.	Used in several Phoenix area vocational evaluation units.

EVALUATION

AREA I.Q.

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
Wechsler Intelligence Scale for Children Revised (WISC-R)	Provide an estimate of intellectual functioning for school age individuals.	12 sub-tests designed to assess various verbal and non verbal skills.	Administered individually. Verbal section may be given to blind or physically impaired. Special Training required.	Used extensively throughout the Valley. The W.A.I.S. is an upward extension of this test with the same format.
Revised BETA	A measure of general intellectual ability of persons who are illiterate or non-english speaking.	6 short sub-tests. May be admistered individually or in groups. Practice exercise before each sub test.	Strictly timed and takes about 30 minutes Does not attempt to measure verbal skills	An old test but still widely used as a check of non-verbal intelligence.
Raven Progressive Matrices	An estimate of non-verbal intelligence and especially useful for physically disabled	3 separate tests. Subject solves problems of matching designs into matrices.	Untimed except for 3rd Section.	Still used in special situations. ie Language and physically handicapped individuals

EVALUATION

AREA PERSONALITY

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
Texas Personality Screening Battery For Sub-Normals.				Little information is available at this time. It is a relatively new test but purposed to be very good.
Minnesota Multiphasic Personality Inventory (M.M.P.I.)	Provides an objective assessment of some of the major personality characteristics that affect personal and social adjustment.	2 separate formats 1. Box containing statements to be placed into true or false cites. 2. Paper and pencil test to be answered true or false.	Untimed - average time is 90 min. Clients should be 17 or older with at least a 6th grade reading level. Special training is required.	In use by many school psychologists in the valley.
Sixteen Personality Questionnaire (16PF) Form A and B	Identify an individuals standing on a collection of primary personality factors	187 triad items. Paper-pencil test. Client selects the response which least fits him.	Can be administered to groups in about 1 hour Hand or machine scored. 6th grade reading level required	Not believed to be used at the present time in the valley - can be of value in diagnosing adnormal behavior.
Curtis Sentence Completion	Provides insight into the methods by which an individual characteristically deals with his environment.	Projective test which the subject completes the endings of stimulus sentences.	Untimed - usually about 30 minutes. Not appropriate for low literate individuals. Somewhat objective evaluations procedure. Extensive training is required	Similar types are used in most schools in the valley. Rotter Incomplete Sentences is similar and used in P.V.H.S. System.

EVALUATION

AREA PERSONALITY

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
Piers-Harris Children's Self-Concept Scale	Assist in determining how an individual feels about hemself.	80 item test. Easily scored yes-no responses.	Can be administered by teacher or counselor in groups or individually Items can be read to non-readers.	In use in the P.V.H.S. System for L.D./E.H., EMH Students.
Devereux Adolescent Behavior Rating Scale	To assess and describe overt behavioral sym-ptoms of emotionally disturbed adolescents	A series of questions to be rated from frequently to never. 15 areas profiled.	Can be completed in 15 minutes. Should be used by a person most familiar with examinee. Can be used by non-professionals.	Used in Devereux School and other schools in the valley.
Camelot Behavior Chicklist	Provides a measure of the adaptive behavior of a student	Checklist format completed by the evaluator. Students are rated using a "can do" or "can't do" mode along with specific scores.	Especially useful with low functioning individ-uals. Resources avail-able to help correct unwanted behaviors.	Not in use at the present time in the valley.

EVALUATION

AREA PERSONALITY

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
Vineland Social Maturity Scale (VSMS)	Measure Social Maturity	117 items which measure various areas of social matureness.	Probably one of the most objective instruments in this area.	In use by D.E.S. and other agencies for lower levels of mentally handicapped.
Adaptive Behavior Rating Scale (AAMD)	Designed to provide an objective measure of the adaptive behavior of mentally retarded, emotionally maladjusted, developmentally disabled and other handicapped persons	2 Parts. 1. Behavior important in the development of independence 2. Deals with maladaptive behavior	Scores presented in percentile such which can be profiled	Being used in the Mesa School District.
Visual Motor Gestalt Test (Bender Gestalt)	Non-clinical approach an I.Q. Test Koppity scoring method. Clinical approach a projective interpretation-analyse personality organization Hutt Method.	Drawing figures from card and memory. Non-threatening	Quick Special Training is required. Results depend on skill of person using it.	Almost universally, used by psychologists; used in most high schools in the valley

EVALUATION

AREA ACHIEVEMENT

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
Peabody Individual Achievement Test (PIAT)	Wide range screening of achievement	5 sub-tests using an easel type presentation, yields a quick estimate of current academic functioning.	Individually administered Untimed usually takes 30-40 minutes, per subject. No formal training required.	Widely used in valley educational settings.
Nelson Reading Test	Provides estimate of reading level.	2 sections yielding reading vocabulary and paragraph comprehension.	Group test, no formal training required. Takes about 50 minutes. Machine or hand scored	Frequently used in the valley to evaluate large groups.
Key Math.	A diagnostic assessment of skills in mathematics	14 math performance areas. Easel type presentation. Profile demonstrates learning strengths and weaknesses	Takes approximately 30 minutes. No special training required. Individually administered	Frequently used with Special Ed students at most schools in the valley.

EVALUATION

AREA ACHIEVEMENT

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
Social and Pre-Vocational Information Battery (S.P.I.B.)	Determine readiness for vocational placement and independence	9 areas covered easily scored, Profile sheet provided.	Can be administered in groups by teacher or counselor. Hand or machine scored.	Used in P.V.H.S. System E.M.H. Programs
Wide Range Achievement (Test)	Measures reading, spelling, arithmetic levels.	3 areas covered	No special training required	Used extensively in the P.V.H.S. System LD/EH Programs.
Detroit Test of Learning Aptitude	Measures students aptitude for learning.	19 areas covered	Helpful in determining which mode of learning is best for student.	Used extensively in the P.V.H.S. System. Used in writing prescriptions
Comprehensive Test of Basic Skills	Provides an estimate of academic skills necessary for studying and learning in subject matter courses.	10 sub-tests in academics and study skills.	Group tests No formal training necessary. Best if machine scored.	Used in P.V.H.S. Systems

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EVALUATION

AREA PERCEPTION

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
Wepman Auditory Discrimination Test	Information concerning ones ability to discriminate between the sounds of one's language	Orally presented with 2 stimulus words. Subject must identify if the words were the same or different.	Individual test. Only takes a few minutes to administer. May not be valid with student whose primary language is not English.	Used as a screening device by Special Ed. Teacher throughout the valley.
Goldman-Fristoe-Woodcock Auditory Skills Battery	Provide a diagnostic look at subjects receptive and expressive functioning	12 tests self contained in 5 Easel kits. Prerecorded tapes provided.	Individual test, each sub-test takes about 15 minutes. If primary language is other than English, results should be treated with caution.	Relatively new, but beginning to gain popularity in the valley

EVALUATION

AREA VOCATIONAL

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
Armed Services Vocational Aptitude Battery	Provide information concerning aptitudes in vocational and academic areas.	12 tests, attempts to predict success in military training schools and civilian jobs.	Takes approximately 3 hours. Given on a voluntary basis to H.S. Juniors and Seniors No formal training	Supervised by the Armed Services - No Charge. Results kept on file for recruiting purposed. Results available to counselors.
General Aptitude Test Battery (G.A.T.B.)	Determine client's abilities for various job areas.	8 areas are tested plus manipulation	Testing is timed. Generally given in groups. Can be hand or machine scored	Used in P.V.H.S. System plus Government Employment Agencies.
Non-Reading Aptitude Test Battery (N.A.T.B.)	SAME AS GATB BUT DESIGNED FOR NON LITERATES OR SLOW READERS.			

EVALUATION

AREA VOCATIONAL EVALUATION

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
Valpar Component Work Sample Series	Provides vocational and rehabilitation counselors with an assessment of industrially injured workers current skills	16 work samples which compare the individuals performance with time, and error. Series is keyed worker traits arrangement data in the D.O.T. Traits are also rated subjectively by evaluator.	Total time varies with individual. Majority of work samples are individually administered and easily hand scored. Can be adapted to both normal and handicapped.	Popular locally in most evaluation centers
J.E.V.S. Work Sample Battery	Assess individual worker characteristics among culturally different and disadvantaged groups	28 different work samples grouped into a series becoming progressively more difficult. Subject works individually and is scored on a system which gives time and quality of performance equal weight. Observations are rated subjectively. Related to D.O.T.	Battery requires that all work samples be administered progress could take up to 2 weeks. Primarily verbal but reading is required. 2 wk training period is required.	Portions are in use by Mesa School District JEVS has recently developed VIEWS for use with Mentally retarded.
Singer-Work Evaluation System	Primarily designed for training the subject in a limited number of job areas. Worker evaluation is a by-product	10 work samples related to specific job areas. instructions given by slide tape presentation. Although timed emphasis is on quality. An individual test. Include picture interest test.	Extensive interaction between evaluator and subject. Assistance is given where necessary. May take up to one week to administer.	Can be used as a training device. Expensive. In use in Tempe High School.
Minnesota Rate of Manipulation Tests	Provides finger-hand- and dexterity	5 tests in which blocks are turned, moved and placed in prescribed ways on test board. Administered in group or individually. Age range is adolescent to adult	Ten minutes are required for each of the 5 tests	Traditional vocational test device. Used in many vocational sites in Phoenix.

EVALUATION

AREA VOCATIONAL

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
TOWER SYSTEM OF WORK EVALUATION	Assess job skills of the physically handicapped	110 work samples. 14 major areas of work Progressively more difficult	Emphasis on quality of finished product although it is timed. Could take up to 3 wks. Can be limited to interest areas Six week training period is required for the evaluator.	Portions are used in the Mesa School District.
Minnesota Spatial Relations Test	Estimate perceptual abilities	4 form boards and 58 cut out shapes. Transfer shapes as quickly as possible from 1 board to another. Time and error scoring.	Takes about 20 Minutes to complete	Traditional test used at most vocational evaluation sites in the valley.

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EVALUATION

AREA VOCATIONAL

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
Pennsylvania B, - Manual Work Sample	Estimate fine motor coordination and finger dexterity.	Simple but special work situations. Assemble nut and bolt and place in proper slot, 2nd phase in disassembly.	Total time approximately 12 minutes	Traditional test Used in several valley evaluation sites.
San Francisco Vocational Competency Scale	Assess the vocational competence of mentally retarded persons involved in sheltered workshops and vocational training programs	Thirty items relating to 4 areas. Rating is made according to statement of items	Percentile norms available	In use in the P.V.H.S. System.
Crawford Small Parts Dexterity Test	Measure Hand-Eye Coordination	2 Parts 1. Requires tweezers to pick-up 1 pin and place it in a hole 2. Requires screw driver to place screws in holes	Test does not require ability not appropriate for upper extremely handicaps	Not in use in the local areas.

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EVALUATION

AREA VOCATIONAL

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
Purdue Pegboard	A screening device for selection of employees for industrial jobs requiring manual dexterity	Pegboard contains 2 rows of 25 holes into which pins are inserted.	Can be given in groups up to 10 in about 10 minutes	Some employers in the local area.
Benefit Mechanical Comprehension Test - Forms s and T (BMCT)	Measures the ability to perceive and understand the relationship of physical forces and mechanical elements in practical situations.	68 items Generally 2 illustrations and a question	Paper and pencil group test with a 30 min. time limit. subjects should have good visual acuity. Can be hand or machine scored.	Used by some employers in in the valley. Does not seem to be culturally biased.
Minnesota Clerical Test (MCT)	Test clerical speed and accuracy.	Consists of 2 parts. 1. Number checking 2. Name checking 200 items.	Short quick group test- paper and pencil 8 minutes for number checking and 7 minutes for name checking.	Widely used over a long period of time. Used in several valley locations.

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EVALUATION

AREA VOCATION

TEST	PURPOSE	DESCRIPTION	SPECIAL CONSIDERATIONS	REMARKS
Work Adjustment Rating Form (WARF)	Assess the strength and weaknesses of readiness skills for mentally retarded workshop clients	40 items arranged into sub-scales. Rater marks "yes" or "no" for each question. Examples: amount of supervision required, work tolerance, realism of job goals.	Requires 3 to 7 minutes to administer. Scoring takes about 5 minutes with a key.	Attempts have been made to minimize bias.

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JOB, VOCATIONAL AND COMMUNITY RESOURCES

Department of Economic Security(D.E.S.) - Job Services

Handicap Hotline
815 North 18th Street 85006
258-7288
Contact Person: Shirley Wilson

Provides a single point of contact where employers can call when they wish to recruit handicapped applicants.

A source of information and assistance to employers in meeting their affirmative action requirements.

Coordination of other agencies involved in working with handicapped workers to register them into the Hot Line operation.

Job Service Local Offices:

1. 3406 North 51st Avenue
   Glendale, Arizona 85031
   247-5026
   Contact Person: Merrill Lang

2. 21 South Hibbert
   Mesa, Arizona 85202
   834-7777
   Contact Person: Mike McLews

3. 438 West Adams
   Phoenix, Arizona
   252-7771
   Contact Person: Mr. William Hildebraind

4. 207 East McDowell
   Phoenix, Arizona
   254-5631
   Contact Person: Lee Obrjut

5. 8031 North Scottsdale Road
   Scottsdale, Arizona
   947-8031
   Contact Person: Mr. Alex Acosta

6. 9801 North 7th Street
   Sunnylope, Arizona
   997-2681
   Contact Person: Valerie Koelper

7. 1457 W. Alameda
   Tempe, Arizona
   968-7926
   Contact Person: Ellie Merek

Service: Each office has a Handicap Specialist who provides job counseling assessment, Development and placement services.

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(See Appendix A)

Department of Ecomonic Security (D.E.S.) Vocational Rehabilitation

Local Offices:

1. 4425 West Olive
   Glendale, Arizona 85332
   934-2231
   Contact Person: Wendell Akers

2. 21 South Hibbert
   Mesa, Arizona 85202
   834-7777 Ext 284
   Contact Person: Francis Berkshire

3. 1333 West Camelback Suite 108
   Phoenix, Arizona 85015
   271-5853
   Contact Person: Frank Kells
   (Provide Services for Blind/
   Visually impaired individuals)

4. 311 North Central
   Phoenix, Arizona 85004
   253-2183
   Contact Person: Cyndy Ross
   (Provide Service for Deaf Individuals)

5. 7002 South Central Avenue
   Phoenix, Arizona 85040
   268-8725
   Contact Person: Kathleen Sigourney

6. 8828 North Central
   Phoenix, Arizona 85020
   997-7379
   Contact Person: John Rozboril

7. 1033 East McDowell
   Phoenix, Arizona 85006
   257-4762
   Contact Person: Bob Hamlin

8. 3336 North 32nd Street
   Phoenix, Arizona 85018
   271-5471
   Contact Person: Suzanne Lanctot

9. 1620 East Polk Street
   Phoenix, Arizona 85005
   271-5183
   Contact Person: Ernie Phillips
   (Evaluation Office)

Services: Each Office has counselors which provide employment assistance to the Physically and mentally handicapped. They also provide medical examinations, vocational training, vocational diagnosis, medical services prothesis, transportation as needed, job placement, and follow-up.

Vocational Rehabilitation Eligibility: Federal Government has designed a service which is available to the disabled student. According to Vocational Rehabilitation, eligibility is determined on an individual basis. It is recommended that every student, regardless of the circumstances, be referred to Vocational Rehabilitation for guidance and counseling.

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Rehabilitation Centers

Local Offices:

1. EIP-HAB Phoenix
   2125 West Fillmore
   Phoenix, Arizona 85009
   254-7027
   Contact Person: Keith Sidley
   Fee: Paid by referring agency

   Services: Employment assistance for epileptics and disabled. Provides evaluation service for Voc-Rehab.

2. Goodwill Industry of Arizona
   417 North 16th Street
   Phoenix, Arizona
   257-0838
   Contact Person: Dave Stevens
   Fee: Yes, negociable Approx, $12 per day.

   For physically disabled individuals 16 years and older. Goodwill provides a job training and a placement center in the Phoenix area. A person will need to meet Department of Vocational Rehabilitation (D.V.R.) criteria

3. Perry Rehabilitation
   3146 East Windsor
   Phoenix, Arizona 85008
   956-0400
   Contact Person: Ray Lambert
   Bonnie Vatz
   Fee: Not usually

   Services: Comprehensive educational and vocational rehabilitation; Job training, placement, work activities physical therapy, speech therapy, and occupational rehabilitation.

4. Tempe Center for Physically Handicapped
   1155 West 23nd Street No. 8
   Tempe, Arizona
   968-7477
   Contact Person: Carla Cohen,
   Keith Miller
   Fee: Paid by referring agency ($231.00 per month)

   Services: Sheltered workshop for job and vocational training.

5. Upward Foundation
   1 East Madison
   Phoenix, Arizona 85003
   252-7226
   Contact Person: Pat Gibney

   Services: Sheltered Workshop for job and vocational training.

Community Resources

Local Offices:

1. Arizona Child Find Project
   Division of Special Education
   Arizona Department of Education
   1535 West Jefferson Street
   Phoenix, Arizona 85007

   Telephone: 271-5200
   1-800-352-5468 (Toll Free)

   Services: Directory of Educational Services for Handicapped Children.

*2. Arizona Congress for Action
   Post Office Box 3304
   Phoenix, Arizona 85013

   Telephone: 1-841-0908
   Contact: Abe Jaffe

   Services: Coalition for disabled individuals and a representive of various organizations and agencies.

3. Arizona Governor's Committee of Employment of the Handicapped
   Post Office Box 6123
   Phoenix, Arizona 85005

   Telephone: 271-5121

   Services: Directory of Human Resources for the Employable Handicapped.

4. The Community Council
   1515 East Osborn Road
   Phoenix, Arizona 85014

   Telephone: 263-8853

   Services: Human Services Directory

5. Social Security Administration
   26 North McDonald
   Mesa, Arizona 85201

   Telephone: 263-1101

   Social Security Administration
   1300 North Central
   Phoenix, Arizona 85002

   Services: Forms for obtaining money and assistance in filing them.

* Will provide speakers to talk with groups and/or individuals.

References

Capen, Ruth
Handicap Specialist
815 North 18th Street
Phoenix, Arizona 85006

Jaffe, Abe
Vice President & Ligislative Chairman
Arizona Congress for Action
Post Office Box 3304
Phoenix, Arizona

Kells, Frank
Assistant Manager for Planning & Development
State Services for the Blind
State Director for the White House Conference

Komer, John J. (Ph.D.)
Career Education Specialist
Division of Career and Vocational Education
1535 West Jefferson
Phoenix, Arizona 85007

Lake, Thomas P.
"Career Education: Exemplary
Council for Exceptional Children"
1920 Association Drive
Reston, Virginia 22091

LeVang, Joe
Chairman of Phoenix Mayors Committee on Employment of the Handicap
Post Office Box 2953
Phoenix, Arizona 85062

McCue, Gerald E.
Manager, Program Services Section
Rehabilitation Services Bureau
1400 West Washington
Phoenix, Arizona 85007

Reference Manual on Services Available to Handicapped Students in Secondary Schools.
Division of Special Education
Arizona Department of Education
1535 West Jefferson Street
Phoenix, Arizona 85007

"These People are Working" (Film)
developed by Mesa Public School
1535 West Jefferson Street
Phoenix, Arizona 85007

Training Packet - "It's What You Can Do That Counts". A workshop focusing upon career advisement and hiring of the disabled. Developed by Mesa Public Schools for the Arizona Department of Education
1535 West Jefferson Street
Phoenix, Arizona

Williams, Patricia
Executive Secretary for Government Committee on Employment of the Handicapped
Department of Economic Security
Site Code 920A
Post Office Box 6123
Phoenix, Arizona 85005

Wilson, Shirley
Coordinator, Handicap Hot Line
815 North 18th Street
Phoenix, Arizona 85006

APPENDIX A.

Sample: Department of Economic Security (D.E.S.) Job Service Form - 511.

The purpose of Form 511 is to register the applicant into a computerized job service system to facilitate a match between the perspective employee and employment opportunities. It is recommended that an applicant who is seeking employment become familiar with this form, and should contact the nearest D.E.S. Job Service Office to impliment this registration process.

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815 North 18th Street
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APPENDIX "A"

APPENDIX A.

Sample: Department of Economic Security (D.E.S.) Job Service Form - 511.

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APPLICATION CARD
PART I

PLEASE COMPLETE THIS PART I WITH THE LAST THREE (3) JOBS YOU HAVE HELD FOR SIX (6) MONTHS OR LONGER. INCLUDE MILITARY SERVICE. BEGIN WITH THE MOST RECENT.

A. PRESENT OR LAST EMPLOYER | REASON FOR LEAVING

ADDRESS | EMPLOYER'S BUSINESS | DATE STARTED | DATE LEFT | PAY $

NAME YOUR JOB. DESCRIBE WHAT YOU DID. TELL WHAT MACHINES, MATERIALS AND EQUIPMENT YOU USED.

B. NAME OF EMPLOYER | REASON FOR LEAVING

ADDRESS | EMPLOYER'S BUSINESS | DATE STARTED | DATE LEFT | PAY $

NAME YOUR JOB. DESCRIBE WHAT YOU DID. TELL WHAT MACHINES, MATERIALS AND EQUIPMENT YOU USED.

C. NAME OF EMPLOYER | REASON FOR LEAVING

ADDRESS | EMPLOYER'S BUSINESS | DATE STARTED | DATE LEFT | PAY $

NAME YOUR JOB. DESCRIBE WHAT YOU DID. TELL WHAT MACHINES, MATERIALS AND EQUIPMENT YOU USED.

D. SUMMARY OF OTHER WORK EXPERIENCE (INCLUDING MILITARY OR MANPOWER PROGRAMS) WITHIN THE LAST 15 YEARS

21 DOT TITLE
(1)
(2)
(3)
(4)

7 ADDRESS (Street)
CITY STATE ZIP CODE

8 PHONE NO

[redacted]

10 DATES OF MIL. SVC. Ent Rel

12 US CIT 1 yes 2 no

SKILLS, KNOWLEDGES, ABILITIES

FACTOR BLOCKS
CL Date | MIL | CETA PSE
P/S Cert Period

43 VISIT DATES

11 WC | WC/M

13 HT WT

14 NO OF DEPENDENTS Total Need Ch. care

15

16 IF NEEDED FOR WORK, DO YOU HAVE
1 Vehicle 5 Tramp
2 Drivers lic 6 Work tools
3 Chauf. lic 7 Other (specify)
4 Occupation lic

17 KIND OF WORK WANTED
1st choice
2nd choice

AVAILABILITY FOR WORK
Min. salary hrs
Location

18 DO YOU BELONG TO A UNION
Name

20 LIST ANY SPECIAL SCHOOLING OR TRAINING INCLUDING MILITARY SCHOOL (Name, Course, Length, Date Ended, Degree)

[redacted]

24 GVV CODE | 28 GVA SP | 29 GP AM | 32 Hbook | 34 WC | 78 CETA | 79 LOPP | 80 DTA/DOEN

0 0

1-W 1-yrs 0-no 0-no 0-no 0-no
2-B 2-yrs 1-Pay 1-RS 1-Spec 1-RSD 2-OVE 1-ES-Lim. 2-ES-non-Lim 3-ES-Sp-non 4-ES-Prospect
4-AI 2-M, R&I 2-RSD 3-RSS 4-VE 5-RSD 6-VR 7-OV 8-OVE 9-OVS
5-INA 3-SLR
6-Oth.

81 FOR FUTURE USE

ES-511 (6/77)

STANDARD FORMS CO. Phoenix Las Vegas California